

# **Santa Ana Unified School District**

## **Children and Families Commission Of Orange County**

### **California Children and Families Commission School Readiness Program Phase 1A Application**

**October 15, 2001**

**Part III: Participating School(s) - Santa Ana Unified School District**

**Schools** Please list the names and CDS codes of all the schools included in the School Readiness Program/System. Each school should be a qualifying (i.e., high priority) school per the Guidelines for the RFF. (Note: The first school listed on this form may be used by CCFC for the purpose of Application identification.)

CDS Code*	District and School	Enroll - ment	Grade Span	% students eligible to receive free or reduced-price meals	% enrolled students that are English Language Learners	** Current II/USP or CSRD school or IASA School wide	Current API (Academic Performance Index)
30-66670-6109904	Santa Ana Unified Pio Pico Elementary	960	K-5	96%	89%	IASA	444
30-66670-6030365	Santa Ana Unified Monte Vista Elementary	933	K-5	91%	88%	IASA	452
30-66670-6030316	Santa Ana Unified Lowell Elementary	1,059	K-5	92%	93%	IASA	473
30-66670-6030308	Santa Ana Unified Lincoln Elementary	1,351	K-5	90%	84%	IASA	462
30-66670-6113377	Santa Ana Unified King Elementary	1,067	K-5	96%	82%	IASA	481
30-66670-6107692	Santa Ana Unified Kennedy Elementary	1,050	K-5	94%	97%	II/USP IASA	483
30-66670-6114631	Santa Ana Unified Davis Elementary	828	K-5	97%	95%	II/USP IASA	471

\* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary). Other terms are defined in the Guidelines to the RFF.

\*\* II/USP (Immediate Intervention/Underperforming Schools Program) designates involvement in California's education improvement program; CSRD (Comprehensive School Reform Demonstration) designates involvement in the federal education improvement program; IASA (Improving America's Schools Act) schoolwide projects refers to Title I schools that develop a school wide plan for education improvement rather than focusing services on individually identified students.

**COLLABORATIVE PARTNERS**  
**School Readiness Programs Application**

<b>Name/Title</b>	<b>Signature (Optional)</b>	<b>Agency and Address</b>	<b>Phone/Email</b>
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Dr. Linda Kaminski, Ph.D. Chief Academic Officer		Santa Ana Unified School District 1601 East Chestnut Avenue Santa Ana, CA 92701-6322	(714) 558-5521 Lkaminski@saUSD.k12.ca.us
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Electra Adams, Coordinator		Head Start/State Pre-School (SAUSD) 1601 East Chestnut Avenue Santa Ana, CA 92701-6322	(714) 558-5661 Eadams@saUSD.k12.ca.us
Susan Bedell, Principal		Mitchell Child Development Center/Preschool Intervention Program (SAUSD) 3001 W. Harvard Santa Ana, CA 92704	(714) 430-5600 Sbedell@saUSD.k12.ca.us
Jaime Munoz, Program Coordinator		Families and Communities Together of Orange County County of Orange Social Services Agency 1200 N. Main Street, 7 <sup>th</sup> Floor Santa Ana, CA 92701	(714) 480-6408 jmunoz@ssa.co.orange.ca.us
Evelyn Colon-Becktell, Community Services Supervisor		City of Santa Ana Corbin Family & Community Resource Center	(714) 571-4270 ebeckettell@ci.santa-ana.ca.us
Dorothy Nieto Manzer, Director of Community Services Janel Sandwell, Supervisor/Team Leader		ABC Great Beginnings Program Children's Bureau of Southern California 2215 W. McFadden Avenue Santa Ana, CA 92704	(714) 647-6723 jsandwell@all4kids.org
Jenny Rios, Youth and Community Services Manager Andrea Rico, Reading Readiness Coordinator		City of Santa Ana Parks, Recreation, and Community 888 W. Santa Ana, Blvd. P.O. Box 1988 Santa Ana, CA 92702	(714) 571-4222 arico@ci.santa.ana.ca.us

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Paul Shapiro, Director of Development (Warwick Square Apartments)		Foundation for Social Resources 4029 Westerly Pl. Ste. 101 Newport Beach, CA 92660	(949) 253-3120 Ext. 229 pshaps@pacbell.net
Nelly Mallo, Research Assistant Daisy Silverio, MS, RD, CLE, MPA, Supervisor @ Santa Ana Office		Women, Infants and Children (WIC Program) Public Health Foundation 12781 Schabarum Avenue Irwindale, California, CA 91706	(626) 856-6650 ext. 245 nmallo@phfewic.org  (714) 953-4360 daisys@phfewic.org

## SCHOOL READINESS PROGRAM DIRECTORY INFORMATION (SCHOOL READINESS PROGRAM PROFILE)

*Briefly summarize the major elements of each School Readiness Program (or System). Your summary will provide an overview for reviewers and be included in the School Readiness Programs Directory.*

<b>County Commission:</b> Children and Families Commission of Orange County <b>Address:</b> 10 Civic Center Plaza, 3 <sup>rd</sup> Floor Santa Ana, CA 92701-4062 <b>Phone:</b> (714) 796-0464 <b>FAX:</b> (714) 834-4790	<b>Contact:</b> Nydia Hernandez <b>Title:</b> Coordinator of pre-k Kinder Readiness Program (KRP) and School Readiness <b>Street:</b> 1601 East Chestnut Avenue <b>City/Zip:</b> Santa Ana, CA 92701-6322 <b>Phone:</b> (714) 558-5867 <b>FAX:</b> (714) 558-5802 <b>E-Mail:</b> nhernandez@sausd.k12.ca.us
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School District/School	Enrollment	Grades
Santa Ana Unified School District Pio Pico Elementary	960	K-5
Santa Ana Unified School District Monte Vista Elementary	933	K-5
Santa Ana Unified School District Lowell Elementary	1,059	K-5
Santa Ana Unified School District Davis Elementary	828	K-5

School District/School	Enrollment	Grades
Santa Ana Unified School District Lincoln Elementary	1,351	K-5
Santa Ana Unified School District King Elementary	1,067	K-5
Santa Ana Unified School District Kennedy Elementary	1,050	K-5

<b>Community Characteristics</b>	<p>Low socio-economic living conditions, high density neighborhoods, overcrowded schools that fall within the lowest 3 deciles, high numbers of English Language Learners and low parent education levels are characteristics of the inner-city neighborhoods within the SAUSD attendance boundary.</p> <ul style="list-style-type: none"> <li>80% of elementary students and 73% of students district-wide participate in the free/reduced breakfast and lunch program (94% average for target schools).</li> <li>Multi-family households</li> <li>Children with limited “child enrichment” life experiences</li> <li>Fewer than 10% of entering Kindergarten students attend a preschool</li> <li>Low parent education levels—Based on the SAUSD Spring 2001 Education Level survey, 21,255 fathers and 22,962 mothers reported not having graduated from High School. Citywide, only 50% of the adults graduated from high school.</li> <li>Approximately 70% of SAUSD students are English Language Learners (90% average for target schools).</li> </ul>
<b>Services and Programs (5 Essential and Coordinated Elements)</b>	<p>The Santa Ana Unified School District (SAUSD) will enhance and expand its early intervention Kinder Readiness Program designed to provide collaborative services for approximately 400 pre-kinder children and their families inclusive of early care and education, health and social services, and parent/family support services. The Kinder Readiness Program will provide:</p> <ul style="list-style-type: none"> <li>High quality, year-long <b>pre-kinder (High/Scope)</b> morning and afternoon <b>classes</b>, 12 hours weekly for <b>198 four to five year-olds (90 presently enrolled and 108 to be added)</b>.</li> <li><b>Parent Involvement Coordinator</b> who will coordinate, facilitate, and implement parent education classes on topics related to school readiness, health and social services, parenting skills, community services, etc.</li> <li><b>School Readiness Coordinators</b> will provide ongoing staff development and in-class support to the Kinder Readiness Program teaching staff and coordinate pre-kinder and in-home care to Kindergarten transition program. Also responsible for the facilitation and ongoing support of the full inclusion component of the Kinder Readiness Program.</li> <li><b>Mental Health counselor</b> to offer classroom and family support services to Kinder Readiness Program students and parents.</li> <li><b>Full-time nurse</b> to provide health screening and referral services for pre-kinder students and their parents and provide Kinder Readiness Program staff with current health related information.</li> <li>Home-based language acquisition activities for <b>25 families of 2 &amp; 3 year-olds (HABLA Program)</b></li> <li>Home and center-based family support and family abuse prevention services for <b>25 high-risk families with children ages 0-5 (ABC Great Beginnings Program)</b>.</li> </ul>

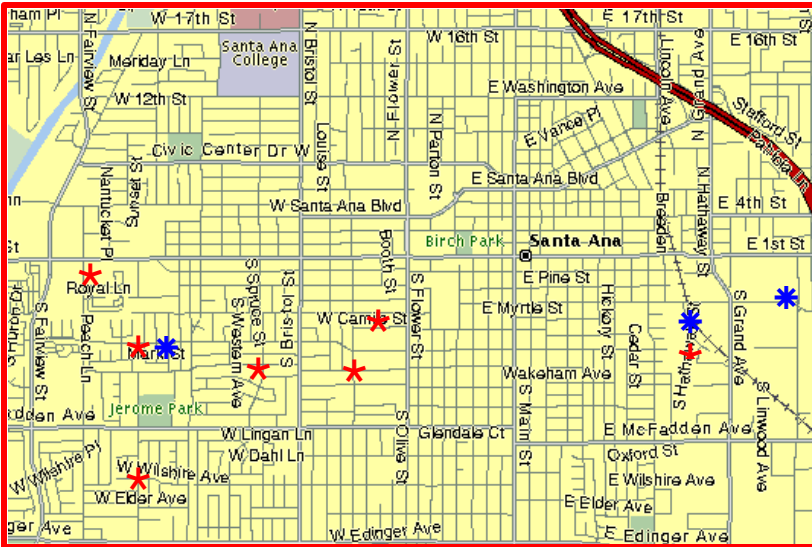
	<ul style="list-style-type: none"> <li>• <b>Reading Readiness Program for 30-40 pre-kinder children ages 4 - 5 (Santa Ana City Parks, Community and Recreation Program).</b></li> <li>• <b>Pre-kinder to Kindergarten transition program collaborative</b> between the Kinder Readiness Program staff and the Kindergarten teachers at the target school sites (<b>serving 198 pre-kinder students</b>). Also develop a similar <b>transition program for the Head Start classes</b> at Monte Vista and Kennedy (<b>serving 102 Head Start children</b>).</li> <li>• Additional <b>teaching staff</b> that is culturally and linguistically sensitive to the community and will assist with the delivery of health, education, and support services for pre-kinder children and their parents.</li> </ul>
<b>Collaborative Partners</b>	<ul style="list-style-type: none"> <li>• SAUSD Mitchell Child Development Center – Susan Bedell, Principal</li> <li>• SAUSD Head Start – Electra Adams, Program Coordinator</li> <li>• Families and Communities Together of Orange County (FaCT) – Jaime Munoz, Program Coordinator</li> <li>• Corbin Family &amp; Community Resource Center - Evelyn Colon-Becktell, Community Services Supervisor</li> <li>• Children’s Bureau of Southern California – Dorothy Nieto Manzer, Director of Community Services Janel Sandwell, Supervisor/Team Leader</li> <li>• City of Santa Ana Parks, Recreation, and Community – Jenny Rios, Youth and Community Services Manager, Andrea Rico, Reading Readiness Coordinator</li> <li>• UCI HABLA – Dr. Virginia Mann, HABLA Program Director, Donna White, HABLA Coordinator</li> <li>• ENLACE Program – Katharina Zulliger, Coordinator</li> <li>• Foundation for Social Resources (Warwick Square Apartments) – Paul Shapiro, Director of Development</li> <li>• WIC Public Health Foundation, Nelly Mallo, Research Assistant &amp; Daisy Silverio, Supervisor</li> </ul>

**Narrative Description**  
**Santa Ana Unified School District**

## **1. PROGRAM/SYSTEM DESCRIPTION**

***a. Provide an overview of the School Readiness Program/System, including communities to be served***

The Santa Ana Unified School District (SAUSD) will implement the **Kinder Readiness Program** ~ an early intervention program for birth – 5 year-old children ~ in the attendance areas of the district's most at-risk schools (indicated by ★ on the map at below). The SAUSD **Kinder Readiness Program** will be implemented in collaboration with community providers of health, social and education services and will include ongoing parent education, health and social resources, early care/education and pre-kinder to Kindergarten transition programs.



This comprehensive school readiness program will provide much needed resources to approximately 400 birth – 5 year-olds and their families in neighborhoods where fewer than 10% of children attend preschool. In addition to the target schools, the Minnie Street and Corbin Family Resource Centers and the Warwick Square apartment complex (indicated by \* at left) will serve as primary locations for delivery of Kinder Readiness Program services.

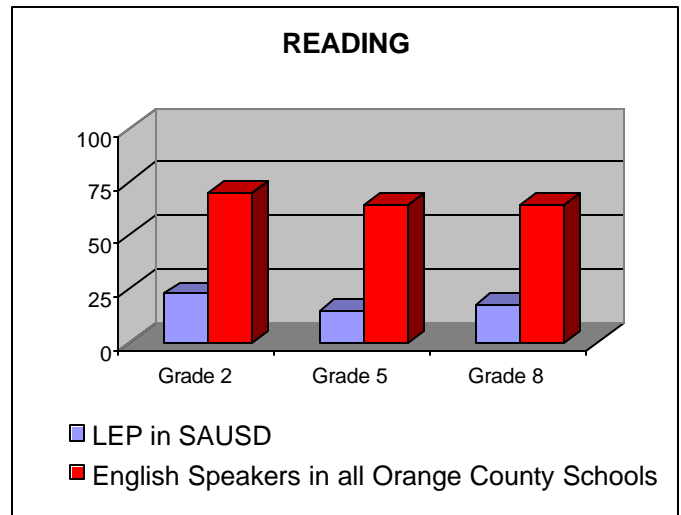
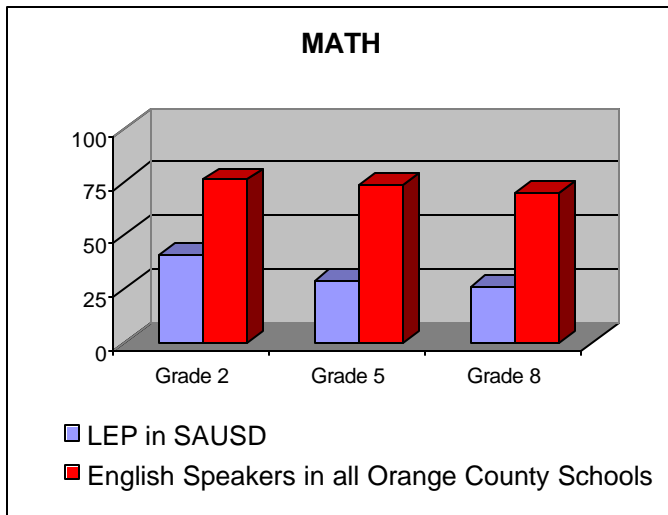
The fifth largest school district in the state, SAUSD (K – 12) enrolls more than 60,000 students (92% Latino, 3% White, 1% African American, and 4% Asian American). The residents of the high-density neighborhoods of the seven elementary schools to be served by this project have little formal education (only 50% of city residents have a high school diploma and the percentage is much lower for the residents living in the target schools areas) and the majority are non or limited English speaking. The target schools are overcrowded, in economically disadvantaged areas, and among the lowest performing in the state. Students who attend these schools:

- Have limited development of language ~ even in their primary language
- 90% (average for target schools) are English Learners (Spanish, Vietnamese, and Khmer are the most common languages spoken at home)
- 94% (average for target schools) participate in the free/reduced breakfast and lunch program.

These factors impede the early educational, social and emotional development of 0-5 children in the target school neighborhoods and result in home environments that rarely provide developmentally appropriate experiences for the children. Additionally, the parents do not have the resources to provide private preschool and there are too few public-funded preschools available, and those that are available have long waiting lists. As a result, children entering the target schools are not ready for school. Research indicates that depriving children of appropriate developmental experiences in the first years of life can have a profoundly negative impact on future education, social, and economic outcomes.

As shown in the charts below, performance on SAT 9 and other achievement tests indicate that SAUSD children who miss out on these early learning opportunities never catch up with their peers from more affluent neighborhoods in other districts.

## 2001 SAT 9 RESULTS



The **Kinder Readiness Program** will help to minimize the school performance gaps created by these inequities.

The SAUSD school readiness center project will **provide high quality early childhood and adult education resources for birth-5 year-olds and their parents.**

- **198 children** will attend high quality, full-year **pre-kinder** morning or afternoon **classes** 12 hours a week at a school/neighborhood site and will benefit from quality transition activities between the pre-kinder students, their Kinder Readiness teachers and the Kindergarten teachers.
- **102 Head Start children at the Monte Vista and Kennedy target school sites** will benefit from enhanced pre-kinder to Kindergarten transition activities between the Kindergarten teachers and the Head Start staff.
- **Special needs children** attending the Preschool Intervention Program at Mitchell Child Development Center will have the opportunity to participate in a full inclusion program by attending the Kinder Readiness Program pre-kinder classes.
- **25 families** of 2 and 3 year-olds living at the Warwick Square apartment complex will be provided home-based activities for building language acquisition and modeling appropriate teaching strategies for parents (**HABLA Program**).
- **25 high-risk families** with children ages 0-5 will be provided in-home and center based family support and abuse prevention services (**ABC Great Beginnings Program**).
- **30-40 children ages 4-5** will attend the early intervention pre-kinder **Reading Readiness Program**, 10 children per session – three to four 12-week sessions a year. (**Santa Ana City Parks, Community and Recreation**)
- Expand Community Based English Tutoring (**CBET**) for the adults and provide quality childcare services for the participants' children.
- New **parent education classes** (with childcare for attendees) with topics including literacy, nutrition, parenting skills (e.g. positive discipline, how to provide developmentally appropriate learning activities in the home, critical stages in child development), importance of and access to higher education, information regarding health and social services, etc. A full-time Parent Involvement Coordinator will provide parent education and outreach services.
- Expanded availability of **health information and health services** on-site and through collaboration with the Corbin and Minnie Street Family Resource Centers and other local community-based agencies.
- Screening and referral services and current health related information provided by a **full-time nurse** working with Kinder Readiness Program staff.
- Staff development and in-class support to the Kinder Readiness Program teaching staff provided by the School Readiness Coordinators; will also assist with pre-kinder and in-home care to kindergarten transition program, responsible for the facilitation and ongoing support of the full inclusion component of the Kinder Readiness Program.



- Classroom and family support services to Kinder Readiness Program students enrolled in the pre-kinder classes and their parents. Services provided by a part-time **Mental Health Counselor** will also provide staff development workshops for Kinder Readiness Program staff on topics related to children's emotional needs and positive classroom behavior management.

***b. What are the strengths and needs of the families and communities served by the targeted schools?***

The following information is based on data compiled by a collaborative work group that included representatives from Families and Communities Together of Orange County (FaCT), the SAUSD, City of Santa Ana, County of Orange Social Services Agency, and UCI HABLA Program staff. School Readiness focus groups were conducted in the summer of 2001 with parents and kindergarten teachers. The data gathered provided an overview of Spanish-speaking parents' perspectives on the strengths and challenges of the families and schools in the community. Kindergarten teachers participated in a separate focus group where they discussed their perspectives on the strengths and challenges of the schools and families. Additionally, the collaborative work group developed a matrix using the Commission's 5 Essential and Coordinated Elements and identified the needs and gaps based on existing city, county, and district services/programs. Information was also based on local and current (2000) needs analysis data compiled by Santa Ana Community College ENLACE partnership coalition. Strengths, weaknesses, and needs of the families living in the Santa Ana community were identified.

**Family and Community Strengths in the Neighborhoods of the Target Schools:**

- Although educational levels are low, community interest in and support for education is strong.
- Family unity and support is high.
- Student enthusiasm and interest in learning is high in primary grades of elementary school.
- Though income levels are very low, work ethic is strong.
- Although the dropout rate of 4.6% remains higher than Orange County's rate of 1.9%, and the State's rate of 2.9%, the SAUSD dropout rate has declined in recent years.
- SAUSD has a long history of successful collaboration with businesses, Family Resource Centers, community based organizations, the City of Santa Ana, Community Colleges, State Universities, and UC Irvine. The results of the collaboration have enriched, strengthened, and increased educational learning experiences for SAUSD students and their families.
- Completion of the AA/AS degree among Latino students at Santa Ana Community College is rising. The number of Latinos receiving degrees rose from 197 to 495 (an increase of 66%) in the last five years.
- SAUSD has obtained public funding (Children and Families Commission, CBET, State Preschool, Mitchell Preschool Intervention Program, Migrant Education Preschool, Even Start and Head Start) and is experienced in implementing quality early education and childcare programs.

**Family and Community Needs in the Neighborhoods of the Target Schools:**

- There is an ever-increasing population of preschool age children and a severe shortage of public-funded preschool programs. 90% of SAUSD Kindergartners have not attended preschool.
- Number of students retained in Kindergarten and first grade in 2000-2001 was 760, half of the students retained in grades K – 5.
- Increasing cost of apartments or house rental, resulting in high rates of transience among residents.
- Limited access to private and public transportation necessitates education/health/social services be provided near homes.
- Low family income levels
- Need for increased language development and other school readiness programs for children birth – 5. Approximately 25% of SAUSD Kindergarten students score as limited speakers when assessed in their dominant language.
- Lack of health insurance and access to quality medical services.
- Wide need for adult education ~ in the SAUSD's most recent education level survey 21,255 fathers and 22,962 mothers reported they did not graduate from high school.

***c. What results are expected for children and families?***

The ultimate goal of the SAUSD Kinder Readiness Program is to work together with families, schools, and community organizations to assure that all children will be ready to maximize their success in school and to experience success in the critical early years of their K-12 careers. Through resources provided by the Children and Families Commission and a renewed commitment by the SAUSD and its partners in the

community, we will provide high quality and enriching early education opportunities. The Kinder Readiness Program will provide our community's youngest children and their families with greatly needed, school and home-based early intervention experiences based on early education best practices. These services will be accessible to families with special needs and diverse cultural and linguistic backgrounds. Through an improved family-school-community integrated linkage system of collaboration, families will have optimum access to education, health, mental health, and social services to support their children and become active partners in their education.

In order to assure continuous program quality and results, the SAUSD Kinder Readiness Program staff and collaborative partners will implement ongoing assessment and evaluation of the various components of the program.

The expected measurable results are as follows:

### **Early Care and Education**

<b>Results</b>	<b>Strategies</b>	<b>Indicators</b>
<p><b>Children 0 – 5 years old</b> will demonstrate continuous progress toward achieving the Desired Results for their age level.</p> <ul style="list-style-type: none"> <li>Children are personally and socially competent.</li> <li>Children are effective learners.</li> <li>Children show physical and motor competence.</li> <li>Children are safe and healthy.</li> <li>Children entering Kindergarten will demonstrate increased language development.</li> <li>Children entering Kindergarten will demonstrate increased English speaking and comprehension skills.</li> </ul>	<p><b>Kinder Readiness Programs for 4– 5 year-olds</b></p> <ul style="list-style-type: none"> <li>Year-long, daily preschool program 12 hours a week</li> <li>Daily “Parent and Child” reading time</li> <li>“Parent and Child” hands-on activity time on a regular basis</li> <li>Up to 2 full inclusion pre-kinder children at 3 of the sites.</li> </ul> <p><b>Reading Re adiness Program</b></p> <ul style="list-style-type: none"> <li>12 week pre -kinder Reading Readiness Program sessions at Warwick Square apartments</li> </ul> <p><b>HABLA Program for 2 – 3 year-olds</b></p> <ul style="list-style-type: none"> <li>Year-long, home -based parent and child activities building language acquisition and modeling appropriate teaching strategies for parents (HABLA Program)</li> </ul>	<ul style="list-style-type: none"> <li>Input from parents regarding the developmental needs and interests of each child</li> <li>Pre and post Developmental Skills Assessment for 3 – 5 year-olds</li> <li>Cross-reference with End of Year Kinder Readiness Skills Assessment</li> <li>Pre and post self-drawing assessment</li> <li>Pre and post Pre-Idea Proficiency Test (IPT) to determine Spanish and English language development levels</li> <li>Preschool Language Scale-3 Spanish and English Assessment</li> <li>Culturally sensitive and bilingual staff</li> </ul>

### **Parenting/Family Support Services**

<b>Results</b>	<b>Strategies</b>	<b>Indicators</b>
<p>Parents will demonstrate an increased awareness of developmentally appropriate active learning activities for their children.</p> <p>Parents will provide developmentally appropriate active learning activities for their children at home.</p>	<p>Ongoing parent participation in bilingual parent-training classes w/childcare provided</p> <p>Parent participation in daily “Parent &amp; Child” classroom reading time and selected “Parent &amp; Child” active learning activity times</p>	<p>Parent attendance and sign-in record sheets</p> <p>Indication by the Kinder Readiness Program teaching staff</p>
<ul style="list-style-type: none"> <li>Parents will increase their child's literacy skills in the pre-kinder classroom and at home.</li> <li>Parent surveys will indicate</li> </ul>	<ul style="list-style-type: none"> <li>Increased parent awareness of age appropriate “teaching” strategies to use at home with their child by participating in workshops and suggested</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff's pre and post observations of parents' interactions with their child/children during “Parent and Child” classroom reading and</li> </ul>

<p>program strategies/activities learned through classroom participation and/or parent-training classes that help them support their child's varied stages of developmental learning.</p>	<p>activities in bilingual "Home Connections" notices sent home throughout the year</p> <ul style="list-style-type: none"> <li>In-home and centered-based family support and child abuse prevention services (<b>ABC Great Beginnings</b>)</li> <li>Reading and signing of the Parents' Responsibilities Agreement (parents commit to being a full participant in their child's education)</li> </ul>	<p>active learning activity times</p> <ul style="list-style-type: none"> <li>Parent surveys (Desired Results for Children and Families and/or other surveys)</li> <li>Parent evaluations and suggestions regarding parent-training classes</li> </ul>
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### Health and Social Services

Results	Strategies	Indicators
<ul style="list-style-type: none"> <li>Parent surveys will indicate family health service needs.</li> <li>Parents will demonstrate an increased awareness and access to health, mental health, social services and dental services.</li> <li>Parents will demonstrate an increased awareness of the importance of proper nutrition and exercise and the effect on children's development.</li> <li>Parents will increase their awareness of the need for early screening and intervention for developmental delays and other special needs.</li> <li>Parents will increase their awareness of the dangers of substance abuse and use of tobacco.</li> <li>Parents will become aware of services provided by Women, Infants, and Children Program (WIC)</li> </ul>	<ul style="list-style-type: none"> <li>Parents will be encouraged and reminded by the teaching staff to respond to the health and social services needs surveys.</li> <li>Bilingual presentations for parents will be made on the availability of local free or low cost health, mental health, dental, and other social services.</li> <li>Kinder Readiness Program teachers and other program staff will identify needs and refer children and parents to appropriate agency.</li> <li>Kinder Readiness Program nurse and mental health counselor will provide services for the children and their parents.</li> <li>Kinder Readiness Program nurse and the Parent Involvement Coordinator will follow-up on referrals to ensure that the special needs of children and parents are addressed.</li> <li>The School Readiness Coordinators, the program nurse, and the pre-kinder teachers will meet monthly to assure implementation of special needs referrals.</li> </ul>	<ul style="list-style-type: none"> <li>Parents' survey results</li> <li>Records of referrals and services provided – program nurse</li> <li>Minutes of monthly meetings regarding special needs referrals</li> </ul>

### Schools' Capacity

Results	Strategies	Indicators
<ul style="list-style-type: none"> <li>Pre-kinder children entering Kindergarten experience success</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality pre-kinder program inclusive of</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative members evaluations and quarterly reports</li> </ul>

<ul style="list-style-type: none"> <li>in social and academic performance.</li> <li>Pre-kinder staff and Kindergarten staff collaborate and support each other's efforts through cross-training, shared curriculum and best practices.</li> <li>Children with special needs participate in a quality full inclusion pre-kinder program.</li> </ul>	<ul style="list-style-type: none"> <li>strong parent participation and collaboration with community agencies.</li> <li>Implement pre-kinder to Kindergarten transition program inclusive of year-long collaborative activities and end-of-year culminating activity.</li> <li>Include parents in the pre-kinder to Kindergarten transition process.</li> <li>Provide full inclusion/special needs training for pre-kinder teaching staff as well as ongoing support.</li> <li>Provide WIC parents with pre-kinder to Kindergarten transition information.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-kinder and Kindergarten teachers' evaluations of transition program activities</li> <li>Parent's evaluations of transition process and activities</li> <li>Pre-kinder teaching staff evaluation of full inclusion collaborative, training, and support</li> </ul>
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### Program Infrastructure

Results	Strategies	Indicators
<ul style="list-style-type: none"> <li>Enhanced sharing and integration of school, community, city, and county resources and systems focused on preparing children to enter school ready to succeed</li> <li>Enhanced information for parents on the variety of services that are available to their families and ways to access those services</li> <li>Enhanced collaboration among School Readiness partners</li> </ul>	<ul style="list-style-type: none"> <li>School Readiness Coordinators maintain communication among collaborative partners through monthly meetings.</li> <li>Continue and enhance strong communication efforts with parents.</li> <li>Maintain all stakeholders informed of the program's goals and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain minutes of collaborative partnerships meetings.</li> <li>Parent survey(s)</li> <li>Quarterly newsletter, monthly bilingual parent information letter</li> </ul>

## **2. SERVICES AND PARTNERS**

### ***a. What strategies and partners are currently in place that address the 5 “Essential and Coordinated Elements”?***

The following chart indicates the strategies and partners currently in place that address the five “Essential and Coordinated Elements”. Staffing for all programs and services in the target neighborhoods is reflective of the languages and cultures of the children and families served. Those involved in the identification of needs (Families and Communities Together of Orange County (FaCT) collaborative, SAUSD, City of Santa Ana, County of Orange Social Services Agency, and UCI HABLA staff) identified a significant scarcity of programs and services for early care and education and for outreach to the most at risk young children and their families.

<b>Early Care and Education Services</b>	<ul style="list-style-type: none"> <li>SAUSD Kinder Readiness Program at 3 school sites (funded by Children and Families Commission) serves 90 four year-olds in full-year, morning or afternoon programs</li> <li>“Parent/Child” Literacy program</li> <li>Head Start serves 102 four year-olds at Monte Vista and Kennedy Elementary Schools</li> <li>Mitchell Child Development Center/Preschool Intervention Program</li> <li>Mini-school readiness programs conducted by schools</li> </ul>
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Parenting and Family Support Services	<ul style="list-style-type: none"> <li>• Bilingual parent workshops with childcare provided</li> <li>• CBET English classes and childcare provided</li> <li>• District Advisory Committee (DAC) and English Learners District Advisory Committee (ELAC)</li> </ul>
Health and Social Services	<ul style="list-style-type: none"> <li>• Healthy Tomorrows mobile unit</li> <li>• Teeth-4-Ever dental program</li> <li>• Head Start families receive comprehensive health, dental, social and mental health services</li> </ul>
School's Capacity	<ul style="list-style-type: none"> <li>• Majority of SAUSD schools provide some form of early intervention home to school transition session ranging from a day to a few weeks</li> <li>• SAUSD School Readiness/Preschool Coordinators support pre-kinder to Kindergarten transition activities</li> </ul>
Program Infrastructure	<ul style="list-style-type: none"> <li>• SAUSD coordinates preschool and school readiness programs</li> <li>• SAUSD supports state preschool and Head Start programs</li> <li>• Collaboration with Family Resource Centers and other health and social service providers</li> </ul>

***b. What new strategies and partners will be implemented to further address or expand/enhance the 5 “Essential and Coordinated Elements”?***

The following chart indicates the new strategies and partners that will be implemented to eliminate/minimize gaps in services and to expand/enhance the 5 “Essential and Coordinated Elements”.

Early Care and Education Services	<ul style="list-style-type: none"> <li>+ <b>Expand SAUSD Kinder Readiness Program pre-kinder classes</b> to 3 additional sites (Pio Pico, King, Kennedy @ /Warwick Square apartments) serving an additional 108 four - five year-old children</li> <li>+ <b>Collaborate with Corbin Family Resource Center and UCI HABLA staff</b> to provide a year-long home-based language acquisition program for 25 two and three year-olds and their families</li> <li>+ <b>Collaborate with Santa Ana Parks, Community and Recreation staff</b> to provide Reading Readiness pre-kinder program to 30-40 four year-olds (10 children per 12 week intervals) at Warwick Square apartments</li> <li>+ <b>Collaborate with Mitchell Child Development Center</b> to provide full inclusion opportunities for special needs preschool age children</li> <li>+ <b>Collaborate with Mitchell Child Development Center</b> to provide speech and language referral and assessment services for the Kinder Readiness Program pre-kinder students</li> </ul>
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<b>Parenting and Family Support Services</b>	<ul style="list-style-type: none"> <li>+ <b>Collaborate with UCI HABLA Program staff</b> to provide parents with in-home modeling of appropriate teaching strategies focused on language acquisition development</li> <li>+ <b>Collaborate with Corbin and Minnie Street Family Resource Centers</b> to provide increased access to family support services</li> <li>+ <b>Collaborate with Children’s Bureau of Southern California and Corbin Family Resource Center</b> to provide home and center-based family support counseling and child abuse prevention services for families with 0-5 year-olds</li> <li>+ <b>Expand quality childcare</b> services in support of adult and parent education</li> <li>+ <b>Collaborative at Warwick Square</b> will provide CBET adult English classes and childcare services at the apartment complex, maximizing English language development of parents and their children</li> <li>+ <b>Full-time bilingual Parent Involvement Coordinator</b> will expand and coordinate parent education classes and community outreach to assure access to the program for all families</li> </ul>
<b>Health and Social Services</b>	<ul style="list-style-type: none"> <li>+ <b>Collaborate with Corbin and Minnie Street Family Resource Centers</b> to provide increased access to counseling, social services, health education services, including mobile health clinic &amp; well baby clinic</li> <li>+ <b>Full-time bilingual Nurse</b> to provide consulting, screening and referral services for students enrolled in the Kinder Readiness Program pre-kinder classes</li> <li>+ <b>Part-time bilingual Mental Health Counselor</b> to provide classroom and family support services</li> </ul>
<b>School’s Capacity</b>	<ul style="list-style-type: none"> <li>+ <b>Collaborate with Santa Ana Community College</b> to enhance ENLACE Kinder College School Readiness efforts</li> <li>+ <b>School Readiness Coordinators</b> will enhance the pre-kinder to Kindergarten transition programs: <ul style="list-style-type: none"> <li>• provide training to early education and day care providers on district Kinder standards and Kinder teachers with training on Pre-k Guidelines and developmentally appropriate practices</li> <li>• continue to assist pre-k teachers with in-class model lessons and classroom management strategies to enhance the curriculum and delivery system, including strategies for providing sensitive, effective and equitable full inclusion services</li> </ul> </li> </ul>
<b>Program Infrastructure</b>	<ul style="list-style-type: none"> <li>+ <b>School Readiness Coordinators</b></li> <li>+ <b>Full time Parent Involvement Coordinator</b></li> <li>+ <b>additional teaching staff</b> (bilingual)</li> <li>+ <b>Add part-time clerical support</b></li> <li>+ <b>Enhance program</b> (additional materials, books, and supplies needed for high quality learning environment)</li> <li>+ <b>Enhance staff development</b> opportunities</li> </ul>

In order to assure continuous quality of the **Kinder Readiness Program**, the SAUSD and its collaborative partners will implement ongoing assessment and evaluation. At the present time, the **Kinder Readiness Program** is serving only 90 four year-olds at 3 SAUSD school sites. Since the program’s inception, the program staff has observed numerous examples of student growth, increased motivation and an eagerness to learn. Parent attendance at the parent workshops is over 90%. The additional resources provided by School Readiness Center project funds will ensure continued excellence of delivery and provide opportunity to expand services to a greater number of the nearly 1100 children living within the target schools neighborhoods who need these programs each year.

*c. What are the specific roles and commitments provided by the participating schools?*

The Santa Ana Unified School District is aware of and seriously concerned that over 90% of the district's entering Kindergarten students ***do not*** have the opportunity to attend quality childcare and preschool programs. Research shows that brain growth is at its highest between the ages of 0-3 and that experiences in the first years of a child's life have the greatest impact on future education, social, and economic outcomes. ***There is, therefore, an urgent need for high quality school readiness programs for children 0-5 in the city of Santa Ana.*** The SAUSD is committed to providing high quality educational opportunities to all students and actively involving parents in their children's education.

With its more than 60,000 students and an ever-growing student population (a 12% increase since 1992) and a district-wide limitation of space, SAUSD is faced with great challenges. District-wide, the Kindergarten yearly enrollment alone is approximately 6,500. Because its leaders are committed to the vision that every child entering school will be healthy and ready to learn and because it has a history of successful collaboration with family resource agencies, government leaders, and local educational institutions, the SAUSD is ideally suited to lead and implement a school readiness project.

In addition to District support to expand the availability of early education programs to our youngest children and their families, the site principals in the target schools are enthusiastically supportive of the efforts and vision of the Children and Families Commission and the work of the District School Readiness Coordinators.

***d. How will coordination/integration of current and new services and resources for this School Readiness Program/System be addressed and supported?***

The SAUSD School Readiness Coordinators and the Kinder Readiness Program staff will be responsible for the coordination and implementation of the Kinder Readiness Program project. With the support and collaboration of District Superintendent, Al Mijares, Chief Executive Officer, Linda Kaminski, Director of Curriculum and Instruction, Lillian French, and other staff from the SAUSD, the current School Readiness Coordinator, Nydia Hernandez, has coordinated and managed the development of the existing Kinder Readiness Programs at the 3 target schools. The SAUSD School Readiness Coordinator has over 25 years of experience in education and community work and holds an Early Childhood as well as a bilingual/multicultural Elementary Teaching credentials.

Mrs. Hernandez has set the groundwork necessary to accommodate future plans of expansion. She has initiated and been responsible for:

- outreach to the community
- interviewing, hiring, and training committed and qualified staff
- organizing and implementing the registration of students
- purchasing of all classroom materials, books, and supplies
- implementation of High/Scope curriculum
- coordination and implementation of additional staff development
- implementation of regular staff meetings
- providing in-class support for the Kinder Readiness Program teaching staff
- meeting and collaborating with Kindergarten teachers and Early Care and Education Directors
- communicating regularly with parents
- collaborating with staff from community agencies and
- supporting the Parent and Outreach Component of the program that is coordinated by the School Readiness Coordinator

Mrs. Hernandez will continue in the role of managing the planning and coordination of new and existing services and resources. With the expansion of the district's School Readiness Program, ***both School Readiness Coordinators*** will be responsible for the management and implementation of the School Readiness pilot program, as well as for the County level School Readiness Initiative responsibilities. The ***Parent Involvement Coordinator, who will be planning and implementing the parent workshops and community outreach services***, will be responsible for the Parent and Outreach Component of the

program. This will support the expansion of the program while still providing high quality services to the children and parents in the community.

### **3. OPERATIONS**

#### ***a. How has/will collaborative planning and decision making be accomplished?***

Collaborative planning was achieved through a series of working group meetings, with representatives from the City of Santa Ana, County of Orange Social Services Agency, UCI HABLA staff, the Santa Unified School District and Families and Communities Together (FaCT) staff. This working group identified areas for focus group discussions that were subsequently conducted by FaCT. Additional consultations were conducted with Early Care Directors in Santa Ana, Kindergarten teachers from SAUSD and a cross-section of non-profit and community-based organizations.

Collaborative decision-making will be accomplished through the formation of a School Readiness Advisory Committee with representatives from all of the above named agencies, school site committees as well as parents of the participating children. **The SAUSD School Readiness Coordinators will convene the School Readiness Advisory Committee quarterly.**

Although our district has a long history of collaborative partners, the School Readiness Program is building a new awareness and redirecting some of our presently existing collaborative support to include school readiness in their vision and in their services.

#### ***b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?***

SAUSD Kinder Readiness Program will develop ongoing and comprehensive staff development and collaboration to ensure continued program quality.

**Professional Development for Teaching Staff:** The teaching staff will assess their knowledge and skills and enroll in continued education classes at local colleges and/or universities. Teaching staff will receive support and encouragement to pursue their teaching certification or credentials.

**Curriculum Training:** All teaching staff will learn effective age and developmentally appropriate teaching strategies. They will participate in ongoing Kinder Readiness Program staff development activities throughout the school year. The training sessions will be conducted by High/Scope lead teachers, community college instructors, Early Childhood specialists, and other qualified instructors. All teaching staff will participate in a minimum of 4 full-day High/Scope curriculum and teaching approach training. Other curriculum training will include: music and movement, science, art, ELD, classroom management, and pre-reading and writing skills.

**The School Readiness Coordinators** will model effective teaching and classroom management strategies. In addition, the School Readiness Coordinators will provide opportunities for mentoring and coaching, involve kinder/pre kinder teachers in visits to Kinder Readiness Program classrooms, and plan collaboration among pre-kinder and Kindergarten teachers.

**Parent Training:** The **Parent Involvement Coordinator** will be responsible for planning, facilitating, and implementing the parent component of the Kinder Readiness Program. Parent education classes with topics related but not limited to literacy, health and social services, nutrition, positive discipline, educational system in the United States, developmentally appropriate learning activities for home, parenting skills, critical stages of child development, etc. Parents will participate with their pre-kinder



child in developmentally and age appropriate learning activities in the Kinder Readiness classroom and at home. The Parent Involvement Coordinator will participate in ongoing training opportunities and will collaborate with the parent programs offered at the Corbin and Minnie Street Family and Resource Centers focusing on health and supportive social services. The Parent Involvement Coordinator will also receive support from the Children's Bureau and UCI HABLA Program staff in terms of program services offered to families. The Parent Involvement Coordinator will:

- implement culturally and linguistically relevant methods of communication and community outreach to assure the program provides access to information for all families
- expand and coordinate parent education classes and family Needs Assessments through parent input at meetings and through surveys
- develop a monthly bilingual information newsletter/bulletin for parents.

**Schools' Capacity:** The target schools will develop a pre-kinder to Kindergarten transition program with the assistance of the School Readiness Coordinators. The transition program will include the pre-kinder children and their parents, the Kinder Readiness staff, and the Kindergarten teachers from the target schools. The Head Start teachers and children and the Kindergarten teachers from two of the target schools (Monte Vista and Kennedy) will also participate in the transition program. Shared reading, music and movement, art, and group independent activity times will be utilized to bring the pre-kinder and Kindergarten students and teachers together for collaborative transition experiences.

**Training of Childcare Providers:** Childcare will be provided for parent meetings and workshops. To maintain quality childcare services, the childcare providers will receive ongoing training and coaching by Kinder Readiness Program staff.

**Professional Development of School Readiness Coordinators and Support Staff:** The School Readiness Coordinators and support staff will participate in workshops and conferences sponsored by the early care and education professional organizations and by college Child Development staff. The School Readiness Coordinators will meet regularly with the SAUSD Curriculum and Instruction Director in order to develop priorities for continuing professional development in pre-kinder curriculum and administration.

**Collaboration Efforts:** The School Readiness Coordinators will continue to develop positive relationships with grassroots community organizations, the health and social services providers, and the local educational community. These ongoing collaborative efforts will serve to insure that all participating pre-kinder children will enter Kindergarten healthy and ready to succeed in school.

The SAUSD Kinder Readiness Program organization is shown on the following page.

**SANTA ANA UNIFIED SCHOOL DISTRICT**  
**PROPOSED SCHOOL READINESS CENTER PROGRAMS**  
**School Readiness Budget**

<b>Early Care and Education Services    \$584,000</b>	
Expand SAUSD Kinder Readiness Program for 4 year-olds presently offering year-long pre-kinder classes, pre-kinder to kinder Transition Program, and a Parent Education component ( <b>presently providing service to 90 pre-kinder students @ Lincoln, Lowell, and Davis Elementary Schools as well as providing parent workshops for the students' parents</b> )	
• Pio Pico Elementary (to service 36 four to five year-olds & their parents)	\$100,000
• King Elementary (to service 36 four to five year-olds & their parents)	\$100,000
• Kennedy Elementary @ Warwick Square Apartments (to service 36 four to five year-olds and their parents)	\$160,000 \$86,000 state/\$74,000 local
• SAUSD/City of Santa Ana Early Intervention Reading Readiness Collaborative Program for 4-5 year-olds @ Warwick to service 30-40 students	\$30,000
• SAUSD/UCI HABLA Program Collaborative @ Warwick to service 25 families	\$80,000
• SAUSD/ABC Great Beginnings Program Collaborative @ Warwick to service 25 families	\$95,000
• Childcare services during parent and "Parent & Child" workshops	\$6,000
• Enhance presently funded Prop. 10 program (additional materials, books, and supplies needed for high quality learning environment))t	\$23,000
<b>Parenting/Family Support Services    \$80,000</b>	
• <b>Parent Involvement Coordinator</b> – Spanish bilingual with Family Counseling Background – critical link with the parents of the pre-kinder Pilot Program student participants – to focus on early intervention and ongoing support by providing parent training/education workshops and community services information and referrals for the parents of students enrolled in the Kinder Readiness Program pre-kinder pilot classes	\$80,000
<b>Health and Social Services    \$105,000</b>	
• <b>Nurse</b> – bilingual/full-time – to provide service to approximately 290 pre-kinder students – to provide screening and referral services for students enrolled in the pre-kinder pilot classes and collaborative 0-5 pilot programs	\$80,000
• <b>Mental Health Counselor</b> – bilingual/part-time – to provide service to approximately 290 pre-kinder students – to provide classroom and family support services to Kinder Readiness Program students and parents in the Prop. 10 pilot programs – to provide staff development workshops on topics related to children's emotional needs and effective classroom behavior management strategies for pilot program teaching staff	\$25,000
<b>Program Infrastructure and Administration    \$120,000</b>	
• <b>Classroom Modular Purchase</b> (24ft. X 40ft.) includes purchase price, delivery and set-up	\$35,000
• <b>Staff Development</b> (ongoing staff training)	\$10,000
• <b>Clerical</b> – provide clerical assistance	\$25,000
• <b>Indirect Costs 5%</b>	\$50,000
<b>A. TOTAL</b>	<b>\$899,000</b> <b>\$825,000 – State/\$74,000 - Local</b>